

2007-08

Physical Fitness Test

(PFT)

Overview Packet for School Districts and Schools

**Prepared by
California Department of Education**

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Available on CDE's Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>



Table of Contents

Introduction	3
Questions and Answers About the Physical Fitness Test	4
2007-08 Physical Fitness Test Reference Guide	9
California Physical Fitness Test (PFT)	
Parent and Guardian Guide to the PFT and Family Fitness.....	19
Parent and Guardian Guide to the PFT and the <i>FITNESSGRAM</i> ®	21
Sample Newsletter Insert.....	23
Physical Fitness Test Web Resources	24
Program Overview 2007-08 (Presentation Masters).....	25



Introduction

By law (*Education Code* Section 60800), school districts in California are required to administer the Physical Fitness Test (PFT) annually to all students in grades five, seven, and nine. The state-designated PFT is the *FITNESSGRAM*®, developed by The Cooper Institute. The *FITNESSGRAM*® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

The purpose of the *2007-08 Physical Fitness Test: Overview Packet for School Districts and Schools* is to provide school district and school test administrators and their staffs with the resources and information they need to (1) prepare for and conduct the administration of the PFT; (2) inform students and parents and guardians about the PFT; and (3) help teachers, students, and their parents or guardians understand and use the PFT results. The resources are also designed to help communicate the importance of physical fitness for all students and to assist in bringing teachers, students, and their parents or guardians together to help students develop a lifelong commitment to physical activity. All of the assistance materials in this packet are available as separate downloadable files. Spanish versions of the parent and guardian brochures and the newsletter insert will be posted on the California Department of Education (CDE) Web site as soon as they are completed.

For more information and resources about the PFT, visit the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>, or contact the Standards and Assessment Division at 916-319-0341 (phone), 916-319-0962 (fax), or PFT@cde.ca.gov (e-mail).



Questions and Answers About the Physical Fitness Test

Why does California have a Physical Fitness Test?

The California Physical Fitness Test (PFT) provides information that can be used by students to assess and plan personal fitness programs; by teachers to design the curriculum for physical education programs; and by parents and guardians to understand their children's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students. By law (California *Education Code* Section 60800), all school districts in California are required to administer the PFT annually to all students in grades five, seven, and nine.

What is the PFT?

The State Board of Education (SBE) designated the *FITNESSGRAM*® as the PFT for students in California public schools. The *FITNESSGRAM*® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the *FITNESSGRAM*® is to assist students in establishing lifetime habits of regular physical activity.

What are the fitness areas tested? What test options are available for each fitness area?

The *FITNESSGRAM*® is composed of the following six fitness areas, with a number of test options provided for most areas:

Aerobic Capacity

- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run
- Walk Test (only for ages 13 or older)

Body Composition

- Skinfold Measurements
- Body Mass Index
- Bioelectric Impedance Analyzer

Abdominal Strength and Endurance

- Curl-Up

Trunk Extensor Strength and Flexibility

- Trunk Lift

Upper Body Strength and Endurance

- Push-Up
- Modified Pull-Up
- Flexed-Arm Hang

Flexibility

- Back-Saver Sit and Reach
- Shoulder Stretch

Descriptions of the six fitness areas and test options can be found in the “2007-08 Physical Fitness Test Reference Guide” located on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

What are the criteria for each fitness area?

The *FITNESSGRAM*® uses objective criteria to evaluate performance for each fitness area (e.g., body composition, abdominal strength and endurance). The Cooper Institute established these criteria using current research and expert opinions. These criteria represent a level of fitness that offers some protection against the diseases associated with physical inactivity. The criteria for boys and girls are different for tests where there is a valid rationale from a health-related perspective. For example, differences in cardiac function and body composition between adolescent boys and girls result in boys having a higher aerobic capacity than girls.

Who takes the PFT?

All California public school students in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These students include those enrolled in elementary, high, and unified school districts,



county offices of education, and charter schools. School districts should also test all students in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and nonpublic schools. Students who are physically unable to take the entire test battery are to be given as much of the test as conditions permit.

When is the PFT given?

The designated testing window for administering the PFT is February 1 through May 31. The test may not be administered outside of this window. Only school districts seeking flexibility in the statutory time requirements due to block scheduling (i.e., 400 minutes of physical education every 10 school days) may end up testing outside of this window. Information on this waiver policy is available at <http://www.cde.ca.gov/re/lr/wr/hottopics.asp#Physicaled> (Outside Source).

Who can administer the PFT?

The PFT shall be administered and scored by employees of the school district or county office of education.

How can schools best prepare students for the PFT?

Students should be instructed in basic concepts of fitness development and maintenance in the required physical education program. (The required physical education program consists of 200 minutes every 10 school days for grades one through six, and 400 minutes every 10 school days for students in grades seven through twelve [California *Education Code* sections 51210 and 51222].) Physical fitness instruction should include explanations of each fitness area and its relationship to good health as well as specific physical activities that improve or maintain each of the components of health-related fitness. Further, students should be provided opportunities to participate in vigorous physical activity and exercise throughout the school day

and in physical education classes. Because conditioning prior to testing is important to the safe administration of the PFT, adequate time should be allowed for students to learn about how each fitness-area test is administered and to engage in practice sessions.

Can students complete more than one test option for each fitness area?

A number of options for each fitness area are provided so that all students, including those with disabilities, have the maximum opportunity to participate in the tests. The teacher or the student may select the test for each fitness area; however, only one test for each fitness area should be reported. It is not necessary for all students within a school or all schools within a school district to use the same test options.

Are make-ups allowed for students who are absent on a particular day of testing?

Yes. Schools should provide make-up opportunities for students who are absent on testing days; however, all make-ups need to take place within the PFT administration window.

Can students be excused from the PFT?

No. The general opt-out provision of California *Education Code* Section 60615 does not apply to the PFT. Reasons for not taking the PFT are limited to physically disabled students; therefore, most students cannot be excused from the PFT.

What is done to assist students with disabilities on the PFT?

Certain variations or accommodations may be provided for students with disabilities who need special assistance on the PFT. *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for the Administration of California Statewide Assessments* provides a list of the types of variations and accommodations that are available for the PFT. This chart is posted on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>. Teachers of students needing accommodations or modifications that are not



listed on this chart should contact the California Department of Education (CDE), Standards and Assessment Division, at 916-319-0341 (phone) or PFT@cde.ca.gov (e-mail). Any accommodations or modifications should be specified in the student's individualized education program (IEP) or Section 504 Plan.

What is the process for making the decisions about accommodations for students with disabilities?

The IEP or Section 504 Plan team is responsible for deciding how students with disabilities will participate in the PFT.

Where can the test administration materials be ordered?

FITNESSGRAM® materials are not available from CDE. The materials needed for the *FITNESSGRAM*® administration may be ordered from Human Kinetics at 800-747-4457, extension 2361 (phone) or <http://www.humankinetics.com> (Outside Source). Human Kinetics offers most of the resources needed for the test administration, including the *FITNESSGRAM*® Test Administration Manual and other materials, such as skinfold calipers and curl-up strips.

What training should school districts provide for staff to administer the PFT?

To ensure the integrity of the PFT data, school districts and schools should ensure that any staff involved with the administration of the PFT is thoroughly familiarized with the test materials and administration procedures. To support such efforts, school districts and schools should use the *FITNESSGRAM*® Test Administration Manual and involve staff who have prior experience with the test administration. The *FITNESSGRAM*® Test Administration Manual includes a DVD with a video of all the test procedures.

What is the annual apportionment for the PFT?

No apportionment is provided for the PFT. Costs incurred to administer, score, analyze, and report results of the PFT are recoverable as "state-mandated costs." State-mandated cost claim instructions and forms for the PFT can be accessed at <http://www.sco.ca.gov/ard/local/locreim/> (Outside Source). On this Web site, click on "School – November 2007" found under the heading of "State Mandated Cost Manuals." Under the "State Mandated Cost Programs" heading click on "Physical Performance Tests."

Where should the school districts send the data from the test administration?

A school district that processes its own PFT data should submit the data electronically to the state PFT contractor, Educational Data Systems (EDS), who is responsible for collecting the PFT results and preparing the PFT reports for California. If a school district contracts with a vendor to process the PFT results, the vendor may submit the data from the PFT administration directly to EDS on behalf of the school district. Refer to the *2007-08 PFT Preparation Manual for Testing and Reporting* for more information. This manual can be found on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

What are the options available for submitting the data?

There are several options available for submitting the data electronically to the state PFT contractor, EDS:

- Using an Internet data entry site
- Uploading a data file
- Mailing a disk or CD-ROM with standard format files or *FITNESSGRAM*® software
- Contracting with an outside vendor



What is the timeline for submitting the data?

Data from the 2008 PFT administration must be submitted to the state PFT contractor, EDS, by the reporting deadline of June 30, 2008.

How are the PFT results reported?

Performance on each of the fitness-area tests is classified into two general areas:

- Healthy Fitness Zone
- Needs Improvement (i.e., not in the Healthy Fitness Zone)

The desired goal for each test option is the Healthy Fitness Zone (HFZ). The range of measurements that fall into the HFZ for each test option of the *FITNESSGRAM*® can be found on CDE's Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. All students should strive to achieve a score within the HFZ for each fitness-area test. It is possible that some students score above the HFZ. These scores are reported as in the HFZ. [Note that lean scores for body composition are considered in the HFZ.]

How does one determine the student's age for the purpose of reporting the annual PFT results?

The student's age is determined as of April 1 of the testing year.

When can parents and guardians expect to receive their students' score reports?

Students must be provided with their individual results, either orally or in writing, upon completing the PFT (California *Education Code* Section 60800). Although not legally required, school districts may choose to send a PFT score report to parents and guardians. Parents and guardians should be advised to check with their local school district to determine if and when PFT score reports will be sent home.

When are the results of the PFT available on the CDE Web site?

Summary results of the 2007 PFT administration will be available on CDE's DataQuest Web page at <http://data1.cde.ca.gov/dataquest/> by December 1, 2007. School districts that contract with an outside vendor to process their PFT results may receive a copy of their summary results from the vendor earlier than this date.

Are the PFT results included on the School Accountability Report Card (SARC)?

Schools are required by law to include the PFT results in the SARC (California *Education Code* Section 60800). Further, the most recent physical fitness data are to be reported, including the percentage of students scoring in the HFZ for all of the six fitness areas tested. Note: To protect student privacy, scores are not shown when the number of students tested is ten or less. The SARC template, which can be accessed from CDE's SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>, contains a sample table for the physical fitness data.

How can the test results be used?

The PFT results can be used in several ways. Schools can use the results to determine the fitness levels of their students and to provide direction for curricular plans. Students can be encouraged to use the results to develop a fitness program of maintenance or improvement. Parents and guardians can use the results to help their students plan fitness activities matched to their individual needs. Since the PFT is given annually to students, schools and school districts also can use the results to monitor changes in the fitness status of students over time. PFT results should always be reviewed and used to make decisions in conjunction with other related information related to physical performance and physical education.



What are inappropriate uses of the test results?

The PFT results should not be used as the sole basis to evaluate individual students in physical education (e.g., grading), teacher effectiveness (e.g., teacher evaluations), or the overall quality of a physical education program.

Do PFT results appear on student transcripts?

There is no requirement to include PFT results on student transcripts.

Is there a requirement to keep PFT results in student permanent records?

Yes. Schools should keep the PFT results in student cumulative records or files (*California Code of Regulations, Title 5, Section 1044*).

Is there an awards program for the PFT?

No. California does not offer an awards program for the PFT. School districts, schools, parents and guardians, and community members are encouraged to recognize students, including those with disabilities, for improving exercise behaviors or achieving the HFZ in different PFT fitness areas. Care should be taken, however, to protect students' individual results.



2007-08 Physical Fitness Test Reference Guide

The “2007-08 Physical Fitness Test Reference Guide” is designed to assist school district and school staff in preparing for and conducting the administration of the test. This guide includes a detailed description of the fitness areas tested, the related performance criteria, and suggestions for facilitating the administration of each test.

Background

The California Physical Fitness Test (PFT) provides information that can be used by students to assess and plan personal fitness programs; by teachers to design the curriculum of physical education programs; and by parents and guardians to understand their students’ fitness levels. This program also produces results that are used to monitor changes in the physical fitness of California students. By statute, all school districts in California are required to administer the PFT annually to all students in grades five, seven, and nine.

The State Board of Education designated the *FITNESSGRAM*® as the PFT for students in California public schools. The *FITNESSGRAM*® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the *FITNESSGRAM*® is to assist students in establishing lifetime habits of regular physical activity.

FITNESSGRAM®

The *FITNESSGRAM*® is designed to assess six key fitness areas that represent three broad components of fitness: (1) aerobic capacity, (2) body composition, and (3) muscle strength, endurance, and flexibility. The third component is divided into four areas: abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility.

Healthy Fitness Zones

The *FITNESSGRAM*® uses objective criteria to evaluate fitness performance. These criteria represent a level of fitness that offers a degree of protection against diseases resulting from physical inactivity. Performance on each of the fitness-area tests is classified into two general areas:

- Healthy Fitness Zone
- Needs Improvement (i.e., not in the Healthy Fitness Zone)

The desired performance goal for each fitness-area test is the Healthy Fitness Zone (HFZ). Test results within the HFZ reflect reasonable levels of physical fitness that can be attained by most students. All students should strive to achieve a score within the HFZ for each fitness-area test. It is possible that some students score above the HFZ.

This guide describes the six key areas tested by the PFT. Following each description are tables that display the HFZ by age and gender. The numbers in these tables represent the lower and upper limits of the HFZ (see Tables 1 through 12). The HFZs for most fitness areas of the *FITNESSGRAM*® have been established for students beginning with age five. The HFZs for the aerobic capacity tests begin with age ten (see Tables 1 and 2) or thirteen (see Table 3). Aerobic capacity HFZs for students under the age of ten are not available.

Fitness Components and Tests

AEROBIC CAPACITY

The aerobic capacity fitness area refers to the maximum rate that oxygen can be taken into and used by the body during exercise. This component of fitness is considered important because of the research that associates good



aerobic capacity in adults with a reduction in many health problems. Three test options are provided to estimate aerobic capacity.

PACER (Progressive Aerobic Cardiovascular Endurance Run). This test estimates aerobic capacity from the number of laps (15 or 20 meters in distance) that are completed. Unlike the other two options, this test starts out easy and becomes progressively more difficult. Students are instructed to run as long as possible across a distance and at a specified pace set to music played from a tape or CD-ROM. (The required pace is also available without the music.) For this test, a set of parallel lines is drawn 15 or 20 meters apart. Students start on one line, run the distance, and touch the opposite line with one foot. Once they hear the sound of a single beep, students turn around and run back to the starting line. Every minute, indicated by a triple beep, the pace gets faster. Students continue in this manner until they fail twice to touch the line before they hear the single beep.

Table 1. HFZs for 20-Meter PACER

Age	Females # laps	Males # laps
10	7 – 41	23 – 61
11	15 – 41	23 – 72
12	15 – 41	32 – 72
13	23 – 51	41 – 83
14	23 – 51	41 – 83
15	32 – 51	51 – 94
16	32 – 61	61 – 94
17	41 – 61	61 – 106
17+	41 – 72	72 – 106

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There are no HFZs for the 15-meter PACER. If the 15-meter PACER is administered, these scores must be converted to 20-meter scores, as shown in the following examples:

- Example 1: A female student, age 12, completes 16 laps on the 15-meter PACER. This is the

equivalent of 12 laps on the 20-meter PACER, which is the score that is recorded for this student. (A score of 12 on the 20-meter PACER does not fall within the HFZ.)

- Example 2: A male student, age 15, completes 70 laps on the 15-meter PACER. This is the equivalent of 54 laps on the 20-meter PACER, which is the score that is recorded for this student. (A score of 54 on the 20-meter PACER does fall within the HFZ.)

The conversion table can be viewed and downloaded from <http://www.fitnessgram.net>. (Outside Source).

One-Mile Run. This test estimates aerobic capacity from running performance. Students are instructed to run a mile as fast as possible; however, walking is permitted for students who cannot run the total distance. The time taken to complete the run is recorded in minutes and seconds.

Table 2. HFZs for One-Mile Run ⁽¹⁾

Age	Females minutes:seconds	Males minutes:seconds
10	12:30 – 9:30	11:30 – 9:00
11	12:00 – 9:00	11:00 – 8:30
12	12:00 – 9:00	10:30 – 8:00
13	11:30 – 9:00	10:00 – 7:30
14	11:00 – 8:30	9:30 – 7:00
15	10:30 – 8:00	9:00 – 7:00
16	10:00 – 8:00	8:30 – 7:00
17	10:00 – 8:00	8:30 – 7:00
17+	10:00 – 8:00	8:30 – 7:00

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Walk Test. This test is for use with students who are ages 13 or older. The test estimates aerobic capacity from heart rate response to a one-mile walk. Students are instructed to walk one mile as fast as possible. Immediately after the walk, the

⁽¹⁾ The number on the left is the lower end of the HFZ; the number on the right is the upper end of the HFZ. For time, smaller numbers are better than larger numbers.



heart rate is determined. This heart rate (heart beats per a 15-second time period) is used along with the total walk time (in minutes and seconds) and the weight of the student to estimate aerobic capacity. An aerobic capacity score (VO_2 max) is estimated by inserting age, gender, weight, mile walk time, and heart rate at the end of the walk into the Rockport Fitness Walking Test Equation (see Figure 1). This score reflects the maximum rate that oxygen can be taken into and used by the body during exercise.

Figure 1. Rockport Fitness Walking Test Equation

$VO_2 \text{ max} = -.3877 (\text{Age}) + 6.315 (\text{Gender}) - .0769 (\text{Weight}) - 3.2649 (\text{Time}) - .1565 (\text{Heart Rate}) + 132.853$
Age is in years
Gender is 1 for Males and 0 for Females
Weight is in pounds
Time is in minutes
Heart Rate is in beats/minute

Table 3. HFZs for Walk Test

Age	Females VO_2 max	Males VO_2 max
13	36 – 44	42 – 52
14	35 – 43	42 – 52
15	35 – 43	42 – 52
16	35 – 43	42 – 52
17	35 – 43	42 – 52
17+	35 – 43	42 – 52

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Administration Tips for the Aerobic Capacity Test

- Preparing for any of the tests should include instructions and practice in pacing and in techniques for heart rate monitoring.
- Adequate time should be allowed for students to warm up before taking a test and to cool down after completing the test.
- To avoid potential invalid estimates, do not administer a test in unusually high temperatures and/or humidity or when the wind is strong.

BODY COMPOSITION

The body composition fitness area targets the various factors that contribute to an individual's total weight (i.e., percent of muscle, bone, organ, and fat content). Body composition tests estimate the level of body fat. This component of fitness is considered important because of the research that associates excessive fat content with health problems, such as coronary heart disease, stroke, and diabetes. *FITNESSGRAM*® provides three test options to estimate body composition.

Skinfold Measurements. This test estimates body fat by taking multiple measurements of the thickness of skinfolds on the triceps and calf. A device called a skinfold caliper is used to take these measurements. Using the Body Composition Conversion Chart (found in the *FITNESSGRAM*® Test Administration Manual), the measurements are converted to percentages of body fat.

Table 4. HFZs for Percentage of Body Fat ⁽²⁾ (Skinfold Measurements and Bioelectric Impedance Analyzers)

Age	Females %	Males %
5	32 – 17	25 – 10
6	32 – 17	25 – 10
7	32 – 17	25 – 10
8	32 – 17	25 – 10
9	32 – 13	25 – 7
10	32 – 13	25 – 7
11	32 – 13	25 – 7
12	32 – 13	25 – 7
13	32 – 13	25 – 7
14	32 – 13	25 – 7
15	32 – 13	25 – 7
16	32 – 13	25 – 7
17	32 – 13	25 – 7
17+	32 – 13	25 – 7

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⁽²⁾ The number on the left is the lower end of the HFZ; the number on the right is the upper end of the HFZ. For percent fat, smaller numbers are better than larger numbers.



Body Mass Index (BMI). This test is not an estimate of body fat. Instead, it provides information on the appropriateness of a student's weight relative to his or her height. The BMI is not the recommended body composition test; however, it is available because there may be school district policies limiting skinfold measurements. The use of the BMI does yield some useful information for body composition estimation.

A body fat percentage or a BMI that falls below the range included in the HFZ is identified as "Very Low." Students falling into the Very Low category should be informed of this designation and told that being too lean may not be best for optimal health.

Table 5. HFZs for Body Mass Index ⁽³⁾

Age	Females BMI	Males BMI
5	21.0 – 16.2	20.0 – 14.7
6	21.0 – 16.2	20.0 – 14.7
7	22.0 – 16.2	20.0 – 14.9
8	22.0 – 16.2	20.0 – 15.1
9	23.0 – 13.5	20.0 – 13.7
10	23.5 – 13.7	21.0 – 14.0
11	24.0 – 14.0	21.0 – 14.3
12	24.5 – 14.5	22.0 – 14.6
13	24.5 – 14.9	23.0 – 15.1
14	25.0 – 15.4	24.5 – 15.6
15	25.0 – 16.0	25.0 – 16.2
16	25.0 – 16.4	26.5 – 16.6
17	26.0 – 16.8	27.0 – 17.3
17+	27.3 – 17.2	27.8 – 17.8

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The California Department of Education (CDE) also accepts measurements of body fat obtained from two devices, the bioelectric impedance analyzer and automated skinfold calipers.

Bioelectric Impedance Analyzer (BIA). The BIA measures resistance to the flow of an electrical signal in the body. The device sends a safe, low energy electrical signal through the body and generates an index of resistance. The resistance value (along with other values, such as height, weight, age, and gender) is then used to estimate the percentage of body fat. There are various BIA devices available that are affordable, easy to use, and accurate enough for use on the *FITNESSGRAM*®.

Automated Skinfold Calipers. This is a computerized version of the skinfold measurements described on the previous page. The computerized device is used to acquire, calculate, and display the percentage of body fat together with computer-entered data, such as age and gender.

Administration Tips for the Body Composition Tests

- Privacy should be provided to the student when measuring a student's height or weight.
- Be sure the tester has practiced taking skinfold measurements.
- Whenever possible, the same tester should administer the skinfold measurements to the same students at subsequent tests.

MUSCLE STRENGTH, ENDURANCE, AND FLEXIBILITY

The muscle strength, endurance, and flexibility fitness area determines the health status of the musculoskeletal system (i.e., muscles and bones throughout the body). Balanced, healthy functioning of this system requires that muscles work forcefully (i.e., strength), over a period of time (i.e., endurance), and be flexible enough to have a full range of motion at the joints (i.e., flexibility). This component of fitness is important, because it can reduce potential restrictions in independent living as adults (e.g., chronic lower back pain).

⁽³⁾ The number on the left is the lower end of the HFZ; the number on the right is the upper end of the HFZ. For BMI, smaller numbers are better than larger numbers.



To determine the health level of the musculoskeletal system, four major areas are tested: (1) abdominal strength and endurance, (2) trunk extensor strength and flexibility, (3) upper body strength and endurance, and (4) flexibility.

ABDOMINAL STRENGTH AND ENDURANCE

Abdominal strength and endurance are important in promoting good posture and correct pelvic alignment. The latter is important in the maintenance of lower back health. The curl-up is the only test that is used to determine this area of fitness.

Curl-Up. Students are to complete as many curl-ups as possible (to a maximum of 75), at a specified pace of about one curl-up every three seconds. The pace should be called or played on a prerecorded tape or CD-ROM. On a mat, students lie on their backs with their knees bent at a 140° angle and their hands at their sides, palms face down. Moving slowly, students curl up, sliding fingers across a measuring strip on the mat (see Figure 2), and then curl back down until the head touches the mat. Students are stopped after reaching 75 curl-ups or when the second form correction is made.

Administration Tips for the Curl-Up

- Allow students to practice and learn the correct curl-up form.
- Curl-up movements should be rhythmical (i.e., with the cadence) and continuous. Pauses and rest periods are not allowed.
- Students should reposition themselves if the body moves and the head does not contact the mat at the appropriate spot or the measuring strip moves out of position.
- Students should be stopped after four minutes.

Figure 2. Curl-Up



Table 6. HFZs for Curl-Up

Age	Females # completed	Males # completed
5	2 – 10	2 – 10
6	2 – 10	2 – 10
7	4 – 14	4 – 14
8	6 – 20	6 – 20
9	9 – 22	9 – 24
10	12 – 26	12 – 24
11	15 – 29	15 – 28
12	18 – 32	18 – 36
13	18 – 32	21 – 40
14	18 – 32	24 – 45
15	18 – 35	24 – 47
16	18 – 35	24 – 47
17	18 – 35	24 – 47
17+	18 – 35	24 – 47

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TRUNK EXTENSOR STRENGTH AND FLEXIBILITY

Trunk extensor strength and flexibility is an important component of fitness, because it predicts first time and recurrent lower back pain – a major source of disability and discomfort in



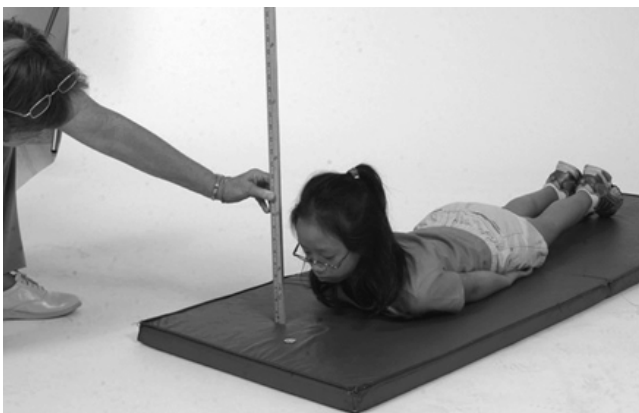
the United States. Although risks of developing back pain are greater with age, awareness and attention to trunk musculature at an early age is important to reduce future risks. The trunk lift is the only test used to determine this area of fitness.

Trunk Lift. While lying face down on a mat, students are asked to slowly lift the upper body off the floor, using the muscles of the back, to a maximum of 12 inches. Students need to hold the position for measurement (i.e., distance from the floor to the student's chin) as shown in Figure 3. During the test, students should be instructed to keep their eyes focused on a spot on the floor. Once the measurement is made, the student returns to the starting position. A second trial is conducted and the highest score is recorded.

Administration Tips for the Trunk Lift

- Students should not bounce during the test.
- Maintaining focus on the spot on the floor should assist in maintaining the head in the proper position.
- As a safety precaution, students should not be encouraged to lift higher than 12 inches as excessive arching of the back may harm the student by compressing the disks.

Figure 3. Trunk Lift



All photos reprinted, by permission, from Human Kinetics, *FITNESSGRAM/ACTIVITYGRAM*® Test Administration Manual, 3rd ed. (Champaign, IL: Human Kinetics). This manual includes a DVD with video of all test protocols.

Table 7. HFZs for Trunk Lift

Age	Females inches	Males inches
5	6 – 12	6 – 12
6	6 – 12	6 – 12
7	6 – 12	6 – 12
8	6 – 12	6 – 12
9	6 – 12	6 – 12
10	9 – 12	9 – 12
11	9 – 12	9 – 12
12	9 – 12	9 – 12
13	9 – 12	9 – 12
14	9 – 12	9 – 12
15	9 – 12	9 – 12
16	9 – 12	9 – 12
17	9 – 12	9 – 12
17+	9 – 12	9 – 12

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UPPER BODY STRENGTH AND ENDURANCE

Upper body strength and endurance is an important fitness area because of reported benefits in maintaining functional health and good posture. Three options are available to determine upper body strength.

Push-Up. Students are instructed to complete as many push-ups as possible at a specified pace (of about one push-up every three seconds) as shown in Figure 4. The pace should be called or played on a prerecorded tape or CD-ROM. Students are stopped when the second form correction is made or when they experience extreme discomfort or pain. The number of push-ups is recorded.

Administration Tips for the Push-Up

- Allow students to practice and learn the correct push-up form.
- The test should be terminated if the student appears to be in extreme discomfort or pain.
- Males and females follow the same protocol.

**Table 8. HFZs for Push-Up**

Age	Females # completed	Males # completed
5	3 – 8	3 – 8
6	3 – 8	3 – 8
7	4 – 10	4 – 10
8	5 – 13	5 – 13
9	6 – 15	6 – 15
10	7 – 15	7 – 20
11	7 – 15	8 – 20
12	7 – 15	10 – 20
13	7 – 15	12 – 25
14	7 – 15	14 – 30
15	7 – 15	16 – 35
16	7 – 15	18 – 35
17	7 – 15	18 – 35
17+	7 – 15	18 – 35

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Figure 4. Push-Up

Modified Pull-Up. In this test, students are instructed to successfully complete as many modified pull-ups as possible. Students perform the modified pull-up by lying on their backs directly under a bar. Students grasp the bar and pull up their upper bodies until the chin reaches a specified level, marked by an elastic band (see Figure 5). Students are stopped when the second form correction is made. The number of modified pull-ups is recorded.

Administration Tips for the Modified Pull-Up

- Only arm movement is allowed. The body should be kept straight.
- Movement should be rhythmical and continuous. Students may not stop to rest.

Figure 5. Modified Pull-Up**Table 9. HFZs for Modified Pull-Up**

Age	Females # completed	Males # completed
5	2 – 7	2 – 7
6	2 – 7	2 – 7
7	3 – 9	3 – 9
8	4 – 11	4 – 11
9	4 – 11	5 – 11
10	4 – 13	5 – 15
11	4 – 13	6 – 17
12	4 – 13	7 – 20
13	4 – 13	8 – 22
14	4 – 13	9 – 25
15	4 – 13	10 – 27
16	4 – 13	12 – 30
17	4 – 13	14 – 30
17+	4 – 13	14 – 30

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Flexed-Arm Hang. Students are instructed to hang by the arms and with their chin above a bar as long as possible. Students are stopped when their chin drops below the bar or when the second form correction is made. The length of time hanging is recorded in seconds.

Administration Tips for the Flexed-Arm Hang

- The body should not swing during the test.
- Only one trial is permitted unless the tester believes that the student has not had a fair opportunity to perform one trial.

Table 10. HFZs for Flexed-Arm Hang

Age	Females seconds	Males seconds
5	2 – 8	2 – 8
6	2 – 8	2 – 8
7	3 – 8	3 – 8
8	3 – 10	3 – 10
9	4 – 10	4 – 10
10	4 – 10	4 – 10
11	6 – 12	6 – 13
12	7 – 12	10 – 15
13	8 – 12	12 – 17
14	8 – 12	15 – 20
15	8 – 12	15 – 20
16	8 – 12	15 – 20
17	8 – 12	15 – 20
17+	8 – 12	15 – 20

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FLEXIBILITY

Flexibility of the joints, both in the upper and lower body, is an important component of health-related fitness. People benefit from increased flexibility on a daily basis, both in routine tasks and those associated with more rigorous physical activity. Two options are available to determine a student's flexibility.

Back-Saver Sit and Reach. This test predominantly measures the flexibility of the hamstring muscles. Students are instructed to reach the specified distance on the right and left sides of the body. Starting in a sitting position, with one leg extended (touching the box needed for this test) and the other leg bent, the student reaches forward with both hands along the scale of the box (see Figure 6). The student reaches four times and holds the position on the fourth reach for at least one second. The distance the student reaches is recorded, and the same procedure is conducted on the opposite leg. To be in the HFZ, the student should meet the reach criteria using both the right and left sides of the body.

Administration Tips for the Back-Saver Sit and Reach

- The knee of the extended leg should remain straight. The tester may place one hand on the student's knee as a reminder to keep the knee straight. As a safety precaution, care should be taken not to push or use force to hold down the student's knee.
- Hips must remain square to the box. Do not allow the student to turn the hip away from the box as he or she reaches.
- As a safety precaution, reach performance should be limited to 12 inches.

**Figure 6. Back-Saver Sit and Reach****Table 11. HFZs for Back-Saver Sit and Reach**

Age	Females inches	Males inches
5	9	8
6	9	8
7	9	8
8	9	8
9	9	8
10	9	8
11	10	8
12	10	8
13	10	8
14	10	8
15	12	8
16	12	8
17	12	8
17+	12	8

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Shoulder Stretch. This test measures upper body flexibility. Students are instructed to touch the fingertips together behind the back with one hand reaching over the shoulder and the other under the elbow as shown in Figure 7. Both shoulders are tested, and each is recorded separately.

Figure 7. Shoulder Stretch**Table 12. HFZs for Shoulder Stretch**

Age	Females & Males
All ages	Touching the fingertips together behind the back on <u>both</u> sides.

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General Suggestions for PFT Administration

Most of the *FITNESSGRAM*® tests can be administered in a space equivalent to the size of most classrooms. While the test options for aerobic capacity require the greatest amount of space, one of the options, the PACER, requires a space that can accommodate the 15-meter or 20-meter distance needed to carry out the test.

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Therefore, schools with limited space should consider using one of the following options:

- Classrooms, lunchrooms, auditoriums, or other similar spaces
- Physical education facilities on other school campuses
- Local park and recreation facilities

Testing Students with Disabilities

Certain variations or accommodations may be provided for students with disabilities who need special assistance on the PFT. Variations and accommodations should be specified in the student's individualized education program (IEP) or Section 504 Plan. *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* provides a list of the types of variations and accommodations that are available for the PFT. This chart is posted on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

FITNESSGRAM® is intended for use with students with disabilities who do not require modifications. You will, in some situations, be working with students with disabilities who do require modifications. If certain physical fitness components are deemed important as a dimension in physical education, they are equally important for all students. Therefore, teachers needing assistance with modifications should contact the California Department of Education Standards and Assessment Division at 916-319-0341 (phone) or PFT@cde.ca.gov (e-mail).

Administration Resources

The **FITNESSGRAM®** Test Administration Manual, 8.0 Test Kit CD-ROM (software), and materials needed (i.e., skinfold calipers, PACER tape, or CD-ROM) to administer the tests can be purchased from Human Kinetics by calling 800-747-4457, extension 2361. The manual includes a DVD of all the test protocols, a CD-ROM for the 15-meter and 20-meter PACER, and cadences for the curl-up and the push-up tests. Cadences

help students with pacing their movements for curl-up and push-up tests. In addition, due to the addition of the 15-meter PACER, there is a conversion table for converting the 15 meter laps to 20 meter laps for recording purposes. This table can also be viewed and downloaded from <http://www.fitnessgram.net> (Outside Source).

FITNESSGRAM® 8.3

Human Kinetics has recently released an update to the **FITNESSGRAM®** software. The 8.3 update enhances and/or fixes the following six areas:

- Incorporates all existing versions of the program (i.e., 8.0, 8.0.1, and 8.2) to 8.3.
- Fixes the problem of services stopping intermittently on the District install.
- Allows for reports to be generated using Adobe Reader 8.
- Allows for the ability to have student data (e.g., names, IDs) to be de-identified or not, per needs of a research partner.
- Allows for additional ethnicity codes to meet California's PFT reporting requirements.
- Makes enhancements to the generation of the **FITNESSGRAM®** Statistical and Achievement of Standards reports.

The **FITNESSGRAM®** 8.3 update is only available for downloading via the Internet at <http://www.HumanKinetics.com/service/support/techsupport.cfm> (Outside Source). Enter "**FITNESSGRAM®** 8.3 Updater" in the search field. Next, click on the **FITNESSGRAM®** 8.3 Updater link, and you will be taken to a page with an explanation of the update and the link for downloading the update.

If you have questions concerning the **FITNESSGRAM®** 8.3 update, contact Human Kinetics' Technical Support at 217-351-5076, Monday through Friday (excluding holidays) between 7:00 a.m. and 7:00 p.m. (Central Standard Time) or at support@hkusa.com (e-mail).

Questions and Answers

Why is physical fitness important?

Physical fitness has been shown to help children handle stress and control weight; build and maintain healthy bones, muscles, and joints; increase self-esteem and the capacity for learning; and strengthen peer relationships.

When is the PFT given?

The PFT is administered annually to all students in grades five, seven, and nine between February 1 and May 31.

What is done to assist students with disabilities on the PFT?

Certain variations or accommodations may be provided for students with disabilities who need special assistance on the PFT. Variations or accommodations should be specified in the student's individualized education program (IEP) or Section 504 Plan. *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* provides a list of the types of variations and accommodations that are available for the PFT. This matrix is posted on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

How can parents and guardians best prepare their students for the test?

To help students prepare for the test, parents and guardians can be positive role models and encourage family physical activities. See the Family Fitness Tips in this brochure for more details.

When can parents and guardians expect to receive their students' PFT results?

Students who participate in the PFT will be provided with their individual results upon completing the PFT. School districts may choose to require that each student's PFT results be sent to parents and guardians.

How do school districts and schools use the PFT results?

The PFT results are designed to be used in several ways. Schools can use the results to determine the fitness levels of their students and provide direction for physical education programs. Students also can be encouraged to use the results to develop a fitness program of maintenance or improvement. Parents and guardians can use the results to help their students plan fitness activities that meet their individual needs. School districts and schools should also use the results to monitor the fitness status of students in grades five, seven, and nine.

For additional information regarding the California PFT or *FITNESSGRAM*® visit <http://www.cde.ca.gov/ta/tg/pft/> or <http://www.cooperinst.org/products/grams/index.cfm> (Outside Source)

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CALIFORNIA Physical Fitness Test (PFT)



Parent and Guardian Guide to the PFT and Family Fitness

California *Education Code* Section 60800 requires each school district in California to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the *FITNESSGRAM*® as the required Physical Fitness Test (PFT) to be administered to California students.

Goal of *FITNESSGRAM*®

The primary goal of the *FITNESSGRAM*® is to help students establish physical activity as part of their daily lives. *FITNESSGRAM*® provides a number of options for each fitness area so that all students, including students with disabilities, have the maximum opportunity to participate in these tests.

FITNESSGRAM® tests the following six fitness areas. Most of these areas have several options.

Aerobic Capacity

- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run
- Walk Test (only for ages thirteen or older)

Body Composition

- Skinfold Measurements
- Body Mass Index
- Bioelectric Impedance Analyzer

Abdominal Strength & Endurance

- Curl-Up

Trunk Extensor Strength & Flexibility

- Trunk Lift

Upper Body Strength & Endurance

- Push-Up
- Modified Pull-Up
- Flexed-Arm Hang

Flexibility

- Back-Saver Sit and Reach
- Shoulder Stretch

Healthy Fitness Zones

The PFT uses objective criteria to evaluate fitness performance. Two levels of performance have been established for each test option: (1) in the Healthy Fitness Zone and (2) needs improvement (not in the Healthy Fitness Zone). The desired performance goal for each test option is the Healthy Fitness Zone. This zone represents a level of fitness that offers some degree of protection against diseases resulting from physical inactivity. The *FITNESSGRAM*® Healthy Fitness Zones, which have been established according to gender and age, can be found on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

2006-07 PFT Results

The PFT results are reported for individual students and for each major subgroup of students (i.e., grade, gender, and ethnicity). Data are reported by the percentage of students who are in the Healthy Fitness Zone and those who are not in the Healthy Fitness Zone. In 2006-07, the percentages of students who were in the Healthy Fitness Zone across grades five, seven, and nine were as follows: Aerobic Capacity, 56-63 percent; Body Composition, 68-69 percent; Abdominal Strength, 80-84 percent; Trunk Extensor Strength, 88-90 percent; Upper Body Strength, 69-72 percent; and Flexibility, 68-74.

The goal of the PFT is for students to attain the Healthy Fitness Zone for all six of the fitness areas tested. In 2006-07, about 27 percent of students in grade five, 31 percent of students in grade seven, and 30 percent of students in grade nine met the Healthy Fitness Zone for all six fitness areas tested.

Family Fitness Tips

There is no question that exercise is good and that people can benefit from physical activity early on. There are many things you can do to help your child become more active.

- Be a positive role model by exercising regularly on your own or with your child.
- Encourage and support your child's participation in a variety of physical activities.
- Participate together in family fitness activities such as bicycling, jogging, walking, roller-skating, swimming, dancing, hiking, and/or cross-country skiing.
- Become familiar with resources in your community for promoting physical activity and fitness.

For additional information on how to help your child become more active, visit the following Web sites (Outside Sources):

- http://www.shapeup.org/publications/99_tips_for_family_fitness_fun
- <http://www.americanheart.org/presenter.jhtml?identifier=3028660>
- http://kidshealth.org/parent/nutrition_fit/index.html
- <http://www.aahperd.org/naspe/>
- <http://www.cdc.gov/HealthyYouth/PhysicalActivity/brochures/index.htm>
- <http://exercise.about.com/od/weightloss/gr/fitfamily.htm>

Trunk Extensor Strength and Flexibility

This is an important aspect of fitness because it predicts first time and recurrent lower back pain, a major source of disability and discomfort. Awareness and attention to trunk strength and flexibility may reduce the risk for future back problems. There is only one option for this fitness area.

Trunk Lift. The goal of this test is to lift the upper body a maximum of 12 inches off the floor using the muscles of the back. Students hold this position long enough to allow for the measurement of the lift distance.

Upper Body Strength and Endurance

Upper body strength and endurance is an important fitness area because of reported benefits in maintaining functional health and good posture. There are three options available to assess this fitness area.

Push-Up. Students are asked to complete as many push-ups as possible and at a specified pace.

Modified Pull-Up. Students are instructed to complete as many modified pull-ups as possible. The student performs the test by lying on his or her back directly under a bar, and grasping the bar to pull up until the chin reaches a specified level. (The modified pull-up is shown in the upper left photo on the cover.)

Flexed-Arm Hang. To complete this test, students hang by the arms with the chin above a bar for as long as possible.

Flexibility

Flexibility of the joints is an important component of fitness that contributes to functional health. There are two options for this fitness area.

Back-Saver Sit and Reach. The goal of this task is to assess the flexibility of the lower back and posterior thigh. Using a special box designed for this test, students are asked to reach forward as far as possible and to a maximum distance of 12 inches. The actual reach distance is measured for both the right and left sides of the body. (The back-saver sit and reach is shown in the upper right photo on the cover.)

Shoulder Stretch. This simple test of upper body flexibility involves asking students to touch their fingertips behind the back by reaching over both the right and left shoulders and under the elbow.

For additional information regarding the California PFT or *FITNESSGRAM*® visit <http://www.cde.ca.gov/ta/tg/pft/> or <http://www.cooperinst.org/products/grams/index.cfm> (Outside Source)

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CALIFORNIA Physical Fitness Test (PFT)



Parent and Guardian Guide to the PFT and the *FITNESSGRAM*®

Background

California *Education Code* Section 60800 requires each school district to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the *FITNESSGRAM*® as the required Physical Fitness Test (PFT) for California public schools. The *FITNESSGRAM*® is a comprehensive health-related fitness test developed by The Cooper Institute. The primary goal of the *FITNESSGRAM*® is to assist students in establishing lifelong habits of regular physical activity.

The PFT is administered between February 1 and May 31. Students are required to be provided with their individual results upon completing the test. Some school districts may require that each student's PFT results be sent to parents and guardians.

There are several ways to use the PFT results. Schools can use the results to determine the fitness levels of their students and provide direction for physical education programs. Students can use the results to assess their individual levels of fitness and develop a fitness program of maintenance or improvement. Parents and guardians can use the results to help their students plan fitness activities to meet their individual needs. School districts and schools also can use the PFT results to monitor the fitness status of their students in grades five, seven, and nine.

FITNESSGRAM®

The *FITNESSGRAM*® is designed to test six key fitness areas that represent three broad components of fitness: (1) aerobic capacity, (2) body composition, and (3) muscle strength, endurance and flexibility. This third component is further divided into four areas: abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility.

Healthy Fitness Zones

The *FITNESSGRAM*® uses objective criteria to evaluate fitness performance. Two levels of performance have been established for each test option: (1) in the Healthy Fitness Zone and (2) needs improvement (i.e., not in the Healthy Fitness Zone). The desired performance goal for each test option is the Healthy Fitness Zone. This zone represents a level of fitness that offers some protection against the diseases resulting from physical inactivity. The *FITNESSGRAM*® Healthy Fitness Zones, which have been established according to gender and age, can be found on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Test Areas

The *FITNESSGRAM*® provides a number of options for most of the fitness areas so that all students, including those with special needs, have the maximum opportunity to participate in the tests. For those fitness areas that have options, only one option is reported for a student.

Aerobic Capacity

Aerobic capacity refers to the maximum rate that oxygen is taken in and used by the body during exercise. Good aerobic capacity has been associated with a reduction in health problems. The three performance task options for aerobic capacity assess the capacity of the cardiorespiratory system by measuring endurance.

PACER (Progressive Aerobic Cardiovascular Endurance Run). This test is an alternative to the distance run. The objective is to run as long as possible, going back and forth across a 15-meter or 20-meter distance, and at a specified pace that is set to music and gets faster each minute.

One-Mile Run. The goal of this test is to walk and/or run a distance of one mile at the fastest pace possible.

Walk Test. This test is for students who are 13 years or older. The objective of this task is to walk a distance of one mile as quickly as possible while maintaining a constant walking pace for the entire distance.

Body Composition

The three body composition options estimate the level of fat in the body. This is a key component of fitness because excessive fat content has been associated with health problems, such as coronary heart disease, stroke, and diabetes.

Skinfold Measurements. This test involves taking measurements of the thickness of the skinfolds on the triceps and calf with a device called a skinfold caliper. These measurements are put into a formula to calculate the percentage of body fat.

Body Mass Index (BMI). To calculate the BMI, a student's weight and height measurements are inserted into a formula to produce an index of the relationship between weight and height. Although not as accurate an indicator of body composition as skinfold measurements, it is an acceptable option in school districts where policies limit the use of skinfold measurements.

Bioelectric Impedance Analyzer (BIA). The BIA is a device that measures body fat by sending a safe, low energy electrical signal through the body and generating an index of resistance. The resistance value (along with other values such as height, weight, age, and gender) is used to estimate the percentage of body fat.

Abdominal Strength and Endurance

Abdominal strength and endurance are important in promoting good posture, correct pelvic alignment, and lower back health.

Curl-Up. This is the only test option for abdominal strength and endurance.

The objective of the curl-up is to complete as many curl-ups as possible at a specified pace, up to a maximum of 75. (The curl-up is shown in the photo on the lower section of the cover.)



2007-08 Physical Fitness Test Sample Newsletter Insert

Directions: Before this newsletter is distributed, be sure to insert the information required [indicated by bold type].

In **[insert month(s)]** our students in grade **[insert grade level]** will participate in the California Physical Fitness Test (PFT). The *FITNESSGRAM*® is the required annual PFT for students in grades five, seven, and nine in California public schools. This health-related fitness test, developed by The Cooper Institute, is intended to help students acquire lifelong habits of regular physical activity.

The *FITNESSGRAM*® includes tests for key areas of fitness, including aerobic capacity, body composition, abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility. There are two or three test options for most of the fitness areas of the *FITNESSGRAM*® so that all students, including those with special needs, have the maximum opportunity to participate in the PFT. For those fitness areas that have options, only one option is reported for a student.

Two levels have been established to evaluate and report performance for each fitness area of the *FITNESSGRAM*® — (1) in the Healthy Fitness Zone (HFZ) and (2) needs improvement (i.e., not in the HFZ). The desired performance goal for each test option is the HFZ, which represents a level of fitness that offers some protection against the diseases resulting from physical inactivity.

Our students will receive their results upon completion of the PFT. These results will help students understand their individual levels of fitness. Students are encouraged to talk about these results with their parents or guardians and their physical education teacher. Parents and guardians can use these results to help their students plan appropriate fitness activities.

If you have any questions about our students' participation in the PFT, the *FITNESSGRAM*®, or the test results, please contact **[insert name and telephone number]**. Information about the PFT is also available on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.



Physical Fitness Test Web Resources

Site / Page Name	Description of Site / Page Contents	Web Site / Page Address
California Physical Fitness Test		
California Physical Fitness Test (PFT) Home Page	Provides a list of links to Web pages containing information about the California PFT administration and results.	http://www.cde.ca.gov/ta/tg/pf/
PFT Results Reporting Site	Provides access to downloadable files of results for the state, counties, school districts, and schools for tests administered February 1, 2007 through May 31, 2007. Results are also available by gender and ethnic groups. Individual student results are not available.	http://www.eddataonline.com/fitness/2007/data/ (Outside Source)
DataQuest (Internet Tool)	Makes available PFT summary reports for the state, counties, school districts, and schools. Results are also available by gender and ethnic groups. Individual student results are not available.	http://data1.cde.ca.gov/dataquest/
Healthy Fitness Zones (Performance Criteria)	Organizes the criteria established for the PFT. These Healthy Fitness Zones represent a level of fitness that offers some degree of protection against the diseases that result from sedentary living.	http://www.cde.ca.gov/ta/tg/pf/documents/healthfitzones.pdf
Prior Year Physical Fitness Data	Provides access to press releases and data reports for prior years (1999–2006).	http://www.cde.ca.gov/ta/tg/pf/pft/prior yrs.asp
2007-08 Physical Fitness Test Preparation Manual for Testing and Reporting	Contains instructions for preparing for the 2007–08 PFT administration; options and suggestions for collecting and reporting PFT data; school and student file layouts; and samples of data collection forms.	http://www.cde.ca.gov/ta/tg/pf/pft/manual.asp
FITNESSGRAM®		
The Cooper Institute	Includes background information on the FITNESSGRAM®, which was developed in 1982 by The Cooper Institute in Dallas, Texas. Technical information on the fitness-area assessments and the Healthy Fitness Zones is available in a Reference Guide.	http://www.cooperinst.org (Outside Source)
Human Kinetics	Includes a variety of products in support of the PFT, including the FITNESSGRAM® Test Administration Manual, 8.0 Test Kit CD-ROM (software), the 8.3 update, and materials needed (e.g., skinfold calipers) to administer the tests.	http://www.humankinetics.com (Outside Source)
California Physical Education		
Physical Education Model Content Standards	The <i>Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve</i> , represents the essential knowledge and skills that all students need to maintain a physically active and healthy lifestyle.	http://www.cde.ca.gov/re/pn/fd/pe-stand-pdf.asp
Physical Education Framework for California Public Schools	Describes a sequential, developmental, age-appropriate physical education program designed to provide students with the knowledge and ability needed to maintain an active, healthy lifestyle.	http://www.cde.ca.gov/ci/pe/cf/
The California Department of Education (CDE) Web site contains many resources to help school districts and schools develop quality physical education programs. These resources can be accessed by going to http://www.cde.ca.gov/ci/pe/ or by using the search engine located in the upper right-hand corner of each page on the CDE Web site.		



Program Overview 2007–08 (Presentation Masters)

The following Physical Fitness Test (PFT) presentation masters are designed to provide options for tailoring presentations. The PFT program overview provides a brief description of the PFT for the 2007-08 school year. This overview is suitable for use with multiple audiences. Three sample charts also have been included in this set of presentation masters. These charts illustrate approaches for displaying PFT results that school district and school administrators may want to use in presentations to school boards, school staffs, and other interested groups.



California Physical Fitness Test (PFT)

Program Overview 2007–08

CALIFORNIA DEPARTMENT OF EDUCATION
Jack O'Connell, State Superintendent of Public Instruction



JACK O'CONNELL
State Superintendent
of Public Instruction

California Physical Fitness Test

California *Education Code* Section 60800
requires:

- Annual administration of the Physical Fitness Test (PFT) to all students statewide in grades five, seven, and nine.
- School districts to administer the PFT between February 1 and May 31.



JACK O'CONNELL
State Superintendent
of Public Instruction

California Physical Fitness Test

The ***FITNESSGRAM***[®]:

- Was designated by the State Board of Education as the PFT.
- Was developed by The Cooper Institute in Dallas, Texas.
- Has as its primary goal that students establish lifetime habits of regular physical activity.



JACK O'CONNELL
State Superintendent
of Public Instruction

California Physical Fitness Test

The *FITNESSGRAM*® assesses
three fitness components:

- Aerobic capacity
- Body composition
- Muscle strength, endurance, and flexibility



JACK O'CONNELL
State Superintendent
of Public Instruction

California Physical Fitness Test

The fitness component of muscle strength, endurance, and flexibility is divided into four fitness areas:

- Abdominal strength and endurance
- Trunk extensor strength and flexibility
- Upper body strength and endurance
- Flexibility



JACK O'CONNELL
State Superintendent
of Public Instruction

California Physical Fitness Test

The test options for the fitness areas are:

☐ Aerobic capacity

- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run
- Walk Test (only for ages thirteen or older)

☐ Body composition

- Skinfold Measurements (estimates percent of fat)
- Body Mass Index (compares weight and height)
- Bioelectric Impedance Analyzer (estimates percent of fat)



JACK O'CONNELL
State Superintendent
of Public Instruction

California Physical Fitness Test

The test options for the fitness areas are (cont'd):

- ☐ Abdominal strength and endurance
 - Curl-Up
- ☐ Trunk extensor strength and flexibility
 - Trunk Lift
- ☐ Upper body strength and endurance
 - Push-Up
 - Flexed-Arm Hang
 - Modified Pull-Up



JACK O'CONNELL
State Superintendent
of Public Instruction

California Physical Fitness Test

The test options for the fitness areas are (cont'd):

☐ Flexibility

- Back-Saver Sit and Reach
- Shoulder Stretch

Note: Descriptions of each test option are available in the “2007-08 Physical Fitness Test Reference Guide” found on the PFT Overview Packet Web page at <http://www.cde.ca.gov/ta/tg/pf/overview.asp>.



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California Physical Fitness Test

Performance in each of the fitness areas is classified into two levels:

- Healthy Fitness Zone (HFZ)
- Needs Improvement (i.e., not in the HFZ)



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The Healthy Fitness Zone (HFZ):

- Is the desired performance goal for each fitness area.
- Represents a level of fitness that offers a degree of protection against diseases that result from physical inactivity.



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- Individual and summary results are reported for each fitness area.
- Reports of summary results are provided to the Governor and the Legislature and are made available on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.



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Summary results are reported:

- By percentage of students in the HFZ and percentage not in the HFZ (i.e., needs improvement) for each of the six fitness areas.
- By percentage of students meeting the HFZ by the number of fitness areas (0 of 6 to 6 of 6 fitness areas).
- By grade for total population, gender, and ethnicity at state, county, school district, and school levels.



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The PFT provides information that can be used:

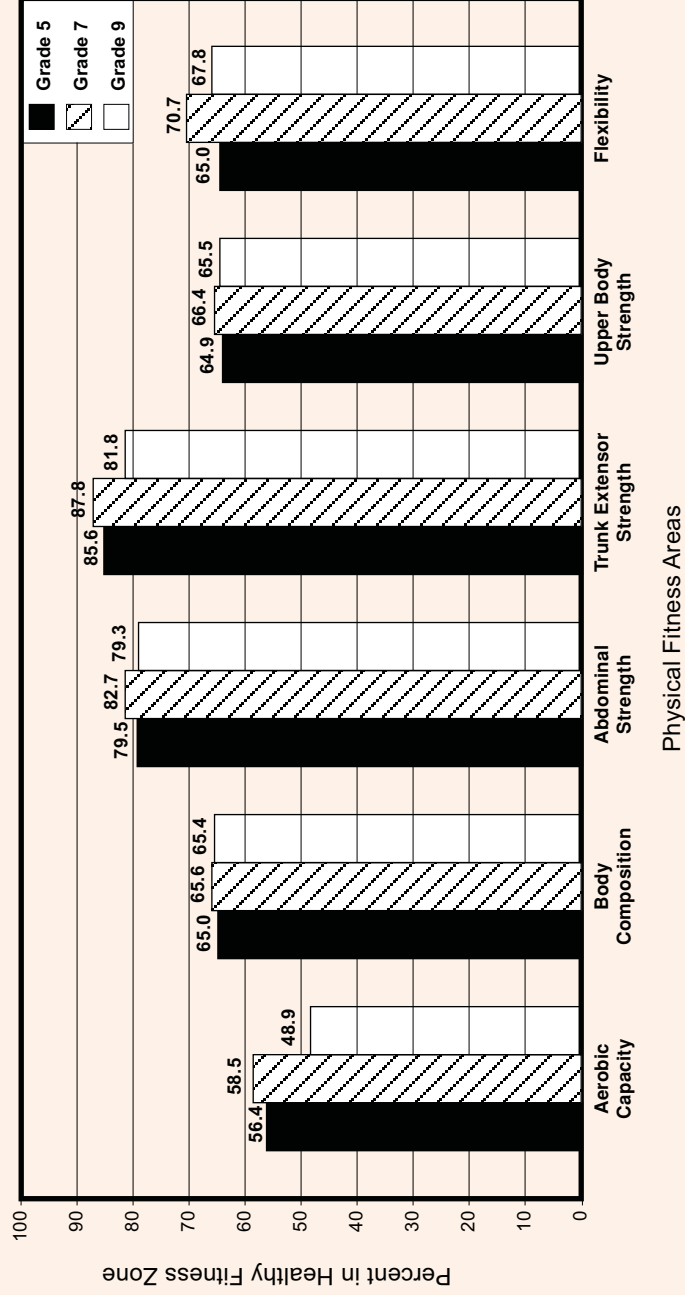
- By students to assess levels of health-related fitness and to plan personal fitness programs.
- By teachers to design curriculum for physical education classes.
- By parents and guardians to understand their students' fitness levels.
- By teachers and parents and guardians to monitor changes in the students' fitness levels.



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Sample School District Report Chart #1
Grades Five, Seven and Nine Comparisons
2006-07

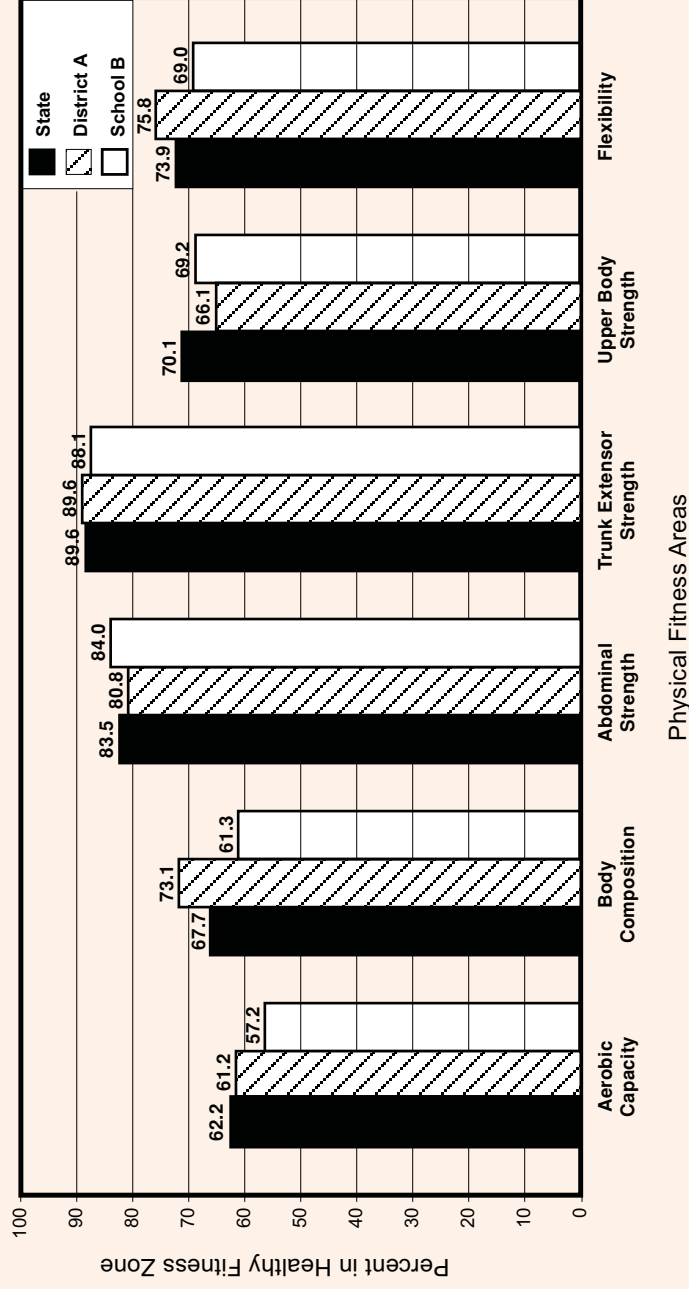




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Sample School Report Chart #2
State, District A, and School B Comparisons for Grade Seven
2006-07





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Sample School District or School Report Chart #3
Three Year Comparison for Grade Five
2005-07

